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ABSTRACT

This booklet focuses on independent colleges and universities known as "minority institutions" that have served historically underrepresented groups and have provided a major route to successful jobs, careers, and professions for a significant proportion of minority youth. Following an introduction, the first of two sections asks "What is a Minority Institution?" It offers a definition of a minority institution as one that has a special sense of mission, sometimes historical, toward minority students and acts accordingly. This section goes on to explore the demography and character of these institutions including the following: (1) history and mission; (2) location; (3) value-added approach; (4) efficiency and productivity; and (5) a leadership development approach. A model for cultural pluralism is included. The second main section argues for a government policymakers' agenda aimed at supporting and recognizing the role of minority institutions including the following: (1) fiscal support; (2) institutional partnerships; (3) articulation agreements with junior and community colleges; and (4) corporate support. An appendix lists 117 minority institutions with information on percentage of minority enrollment, institutional network affiliation, state, and full-time enrollment. (JB)

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Independent Minority Colleges & Universities

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National models of educational pluralism

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MINORITIES ON CAMPUS

Independent Minority Colleges and Universities

National models
of educational pluralism

3

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Introduction

When it comes to the participation of minority students, faculty, and staff, most independent colleges and universities in the United States share at least two characteristics:

- They have made special efforts in recent years to increase their minority recruitment and retention and to improve their campus climate for people of color.
- Whatever their level of accomplishment, they would like to do better.

In the spring of 1989, the National Association of Independent Colleges and Universities (NAICU) set out to help its members do better. The NAICU/NIICU Task Force on Minority Participation in Independent Higher Education began to look at ways to assess and improve the campus climate; to develop effective partnerships with other colleges and universities or with elementary and secondary schools; to develop short- and long-term strategies to increase minority faculty; and to look at lessons to be learned from historically black and other minority institutions.

One of the principal strengths of independent higher education in the United States is its ability to provide quality in a variety of educational environments. There are two-year and four-year institutions, major research universities and general liberal arts colleges, women's colleges and church-related colleges. The common bond among all these seemingly divergent institutions is a commitment to serving their students, and through those students, the public good.

While diversity of institutions has long been a hallmark of American higher education, the commitment to diversity within the student body and administration was not clear until well into the latter part of the twentieth century. Institutional diversity was inevitable after the mid-1860s when the passage of the Morrill Land Grant Act established a broad-based public sector of higher education. The first major breakthrough in student diversity, however, came with the G.I. Bill in 1944. College doors opened for tens of thousands of veterans in the late 1940s and the 1950s. The next step in student diversity grew out of the civil rights movement of the 1950s and 1960s. By the mid-1970s, students from disadvantaged economic backgrounds, especially African American, Hispanic, native American, and Asian American students, were becoming a clear presence on the nation's campuses. During this same time, women began to enter higher education in larger numbers as well, and today the majority of college students are women.

In 1991, the profile of American higher education resembles the nation's population more than it has at any time in our history. Minority students account for nearly one of every five students. While this situation is encouraging, there is still much left to be done before student diversity is as common and widely accepted as institutional diversity.

There are, however, models of service to minority students within the current system of higher education. Their history is often unknown, their contributions overlooked, and their efforts insufficiently supported. Many of these colleges that serve the underserved have done so for more than a century. These institutions are also diverse. Some are two-year colleges, others are four-year

institutions; a few are major research universities but most are small liberal arts colleges; some were founded to serve a particular group of students, while comparatively recent demographic changes provided others with a new clientele to serve.

These colleges and universities, the nation's "minority institutions," are the focus of this paper. The term minority was selected for two purposes—to indicate that these institutions serve historically underrepresented groups, and to highlight just how few such institutions exist in higher education.

Minority institutions are needed by our society. They need and deserve the wholehearted support of public authorities as well as independent institutions, the corporate sector, and private individuals. These colleges and universities play a central role in providing access to higher education for underrepresented minorities. They continue to provide the major route to good jobs, careers, and professions for a significant portion of minority youth. They are essential to their communities and to the nation. Though other colleges and universities are making concerted efforts to serve the underrepresented, minority institutions remain an essential segment of American higher education that must be sustained and supported for the good of the nation.

What Is a Minority Institution?

This question is not a trivial one, nor is it simple to answer. Institutional history does not explain enough by itself. For example, several historically black colleges now serve a much more diverse population. Is student population enough? Some institutions with large minority populations offer little or nothing in the way of special programs for minority students.

For the purposes of this report, and in order to assist policymakers in identifying and supporting this special category of colleges and universities, a minority institution is one that has a special sense of mission toward minority students and acts accordingly. An independent minority institution is defined as follows:

> The institution was established to serve a minority population, i.e. it has historical ties or a mission connected directly with a minority group. All independent institutions eligible for membership in the United Negro College Fund (UNCF), the Hispanic Association of Colleges and Universities (HACU), and native American institutions are included under this criterion.

or

The institution now serves a large proportion of underrepresented minorities (defined as African American, Hispanic, and native American). This current student population must equal or surpass 50 percent of the college or university's full-time-equivalent (FTE) enrollment.

These two criteria—historical ties and mission and current FTE enrollment—are the only requirements for status as a minority institution. However, there are other characteristics that are very desirable, and can be seen in the operation of true "minority institutions."

For example, they recognize the importance of role models by purposefully including within the faculty, staff, administration, and executive officers, significant numbers of individuals from the minority groups served, or by having in place an aggressively proactive and effective plan to do so. Also, it is expected that these institutions will recognize their mission by taking active steps to foster a hospitable campus climate (e.g. programs, counsellors, community liaison, etc.), and to sponsor special academic and outreach programs relating to the history and culture of the minorities served.

The Demography and Character of Minority Institutions

Applying this definition to the institutional data from the Education Department's 1988 Integrated Postsecondary Education Data System (IPEDS) survey of fall enrollment, there are 107 independent colleges and universities that may be classified as minority institutions. They are found in twenty-six states and Puerto Rico. While the majority of the institutions qualify under the first of the two criteria in our definition, there are thirty colleges and universities that are included because of their current student populations alone. In these 107 institutions are found more than 48 percent (152,532) of the undergraduate minority students in independent higher education, and 43 percent of all minority students

(162,375) in independent institutions. While they enroll 8.6 percent of all the minority students in American higher education, they award 13.7 percent of the minority baccalaureates.

As important as the numbers may be, these minority institutions are communities of people, not aggregations of statistics. It is their commitment to their students and their service to their communities and the nation that tell the more compelling tale of the importance of minority institutions.

To understand the unique characteristics that have led to the success of minority institutions over the years, it is important to consider six key areas—their history, their location, their value-added approach to higher education, their efficiency and productivity, their leadership development approach, and their commitment to pluralism.

History and Mission

Many of these colleges and universities were founded in an era of little interest in the education of minority students, or in direct response to earlier legal restrictions on educational opportunities for minority students. They came to life at a time when the vast majority of the American people had no faith in the educability of minorities, especially African Americans. It is important to note, however, that the daring faith of a small group of white men and women helped bring these institutions into existence. That connection between minorities and whites, forged in a common belief about the potential of all people, has been an important component of the life of many minority institutions throughout their history.

The fact that these colleges were founded with a mission to serve particular groups should not lead to an assumption of exclusion or segregation within them. While other institutions were finding new ways to exclude, these institutions always opened their doors to all who wanted to attend. Several of these colleges and universities now have no ethnic or racial majority on campus. This is in keeping with their mission—to serve minorities who were not served elsewhere, to promote leadership in and from the minority community, and to be open to all students who wish to apply.

It is the reality of this commitment to their mission and historical development that has prepared the minority institutions to become contemporary models for pluralism. Perhaps Freda Goldman put it best when speaking of the historically black colleges and universities. She said, "However paradoxical it may seem to look to colleges expressly established to serve a segregated black community as the central institution to lead the educational movement for integration, it is a fact of life."

Location

An often overlooked but crucial element in the success of these institutions is their proximity to the communities they serve. They are found in the same areas as their students—in rural communities, on reservations, and in minority sections of major metropolitan areas. Because of their location, the influence of minority colleges and universities does not stop at the classroom door or the campus gate. They are often integral parts of the community in ways few other institutions can claim. Many times they are not just the only institution of higher education in the community, but also the principal source of cultural and social activity for the area. They are not only a resource for the community's leadership, but also a daily example of achievement and empowerment for the people in the community, a source of immense pride and the focus of fierce loyalty.

Value-added Approach

The most critical factor in the education provided at minority institutions is their value-added approach. Young people of any race or ethnic background are likely to have difficulty in entering and finishing college if they come from a lower-income family. What can be done in a reasonable number of years to see that a seventeen- or eighteen-year-old who has suffered social and cultural deprivation, who is poorly prepared, whose motivation is extremely fragile, gets the skills needed for the twenty-first century? This has always been the challenge for minority institutions.

Their response has been to turn the question around—to approach the student as an asset to the campus and to focus on

outcomes, not inputs. Regardless of their background and preparation, the students who enter minority institutions share two traits—academic potential and a strong desire to succeed. Without the second of these common traits, most of the students would not have made it to the college door in the first place. The minority institution may be the only place where a minority student can find the combination of understanding, personal attention, and motivation needed for success in higher education.

The value-added approach leads to a forward-looking process of education. While many of the minority institutions have become experts in remediation and overcoming students' deficiencies, they have instilled in their students from the start a belief that success is attainable, if not inevitable. Those students are measured more by the progress made toward their goals and competencies gained than by courses completed or test scores achieved. The proof of the approach is documented in the success of their graduates.

Efficiency and Productivity

These minority colleges and universities have always been resource poor, but rich in resolve. Their endowments are small, often among the smallest in the independent sector, and their alumni are less likely to be in positions to make major contributions to increase the endowment. Deferred maintenance is a way of life for most of these institutions, and their operating budgets are heavily dependent on tuition. The vast majority of the students, often more than 90 percent at a given institution, are receiving financial aid, and federal policy in the last decade has increased the burden on the institution to provide more student aid from its own limited resources. Many are located in states that pay little or no attention to the independent sector in state funding or planning for higher education. Nevertheless, minority institutions remain viable in the precarious financial environment in which higher education now exists.

These minority institutions still enroll nearly half of the African American, Hispanic, and native American students in independent colleges and universities. As discussed earlier, while they enroll only one of twelve minority undergraduates in all of higher education, they

award one of every seven bachelor's degrees received by minority students in the nation.

Some minority institutions rival even the largest and most prestigious flagship public institutions in the number of students going on to graduate and professional schools. For example, Xavier University of Louisiana, a historically black university in New Orleans enrolling 2,500 students, ranked second in the nation in 1989 in the number of African American students it sent on to medical school, outproducing such universities as Michigan, Berkeley, and Virginia. The record of these institutions in preparing students for graduate school is equally impressive. A recent report from the Great Lakes Colleges Association on the baccalaureate origins of Ph.D. recipients since 1960 indicates that minority institutions are ranked at or near the top for productivity, based on doctoral recipients as a percentage of total students graduated.

Leadership Development Approach

The numbers described above are not abstract concepts. They are people, and it is the accomplishments of these people that make the case for minority institutions as crucibles for creating leadership. Minority colleges and universities have produced a disproportionate share of regional and local leaders, as well as a generation of national leaders who led America's effort to establish and perpetuate social equity and justice. Some names are recognized immediately—Thurgood Marshall, Martin Luther King, Jr.—but most are not. They lead in their communities, in their professions, in their churches, on their campuses.

For example, historically black colleges and universities have produced more than half of the nation's African American executives, 85 percent of the African American physicians, and 80 percent of the African American judges. These are the role models for the next generation of minority students. Without these minority college graduates, it would be even more difficult for minority students to see themselves in leadership roles.

A Model of Pluralism

As higher education enters the 1990s, it has reached a crossroads. The commitment to opportunity and access espoused for the last twenty years is beginning to be realized. At the same time, tension between minority and white students, and also among various minority racial and ethnic groups, has reached its highest point since the early 1970s. Higher education institutions are experiencing the turmoil that is inherent in change. As minority participation increases, new demands are made on institutional resources. Now there is a critical mass of minority students inside colleges and universities to bring pressure to bear.

The external environment is also pressuring the institutions for change, but the messages from policymakers are often conflicting. Calls for equity and excellence are too often seen as incompatible, rather than as mutually supportive. For majority institutions to continue to support opportunity and access and make the successful transition from tolerance to pluralism, they must find avenues for change, and the programs to institutionalize that change.

Within higher education, there are very few institutions with direct experience in ethnic or racial pluralism. The success of the minority institutions described in this paper has been documented, and roads to that success are clear. Those roads can be taken by majority colleges and universities willing to rethink their approach to managing institutional change.

Minority institutions are successful because they begin by accepting students' aspirations as legitimate goals. These institutions build an educational environment to support progress toward those goals. Even when remediation is necessary, it is presented in the context of the progress toward student goals. This approach enhances students' self-confidence, increases their motivation, and better integrates the goals of the students and the institution. The proof is in the outcomes described earlier.

The same approach can be applied to majority students. Adoption of such a model for some students is likely to lead to adopting it as an institutional model for all students. While every institution needs to be

aware of individual differences, it is worthwhile to spend time thinking about common traits as well. It is the characteristics held in common by minority and majority students that provide the avenues for leveraging institutional change. Understanding the reasons minority students succeed so well in minority institutions is the first step to understanding pluralism in practice.

An Agenda for Policymakers

While minority institutions can serve as models for institutional change on majority campuses, that change will not come overnight. In the meantime, minority institutions must be supported in their mission and recognized as essential elements in the educational attainment and broader societal progress of minority students.

Government has an important role to play. National, state, and local policies must be established with the clear intention of providing support for these minority institutions. Corporations, foundations, advocacy groups, and others should put minority institutions on their agendas. Public policy initiatives should include, but not be limited to, financial support, internships, partnerships with other institutions, donations of equipment, corporate alliances with minority institutions, industry cluster support arrangements, and exchanges of professional staff. With the public policy needs of minority institutions in mind, the Task Force on Minority Participation in Independent Higher Education proposes the following initiatives.

Fiscal Support

Since minority institutions are rich in resolve but poor in resources, there is an urgent need for fiscal support. To that end, it is recommended that:

- Eligibility for Title III of the Higher Education Act should include all minority institutions; a new part of the title should be implemented specifically for minority institutions not covered by Part B (Historically Black Colleges and Universities); and each part of the expanded title should receive increased funding.

- Federal agency designations for historically black colleges should be continued and additional funds allotted to provide similar opportunities for all minority institutions; Education Department programs for academic facility loans should be revitalized and focused on minority institutions; and National Science Foundation facilities programs should establish a similar set-aside for minority institutions.

- As Congress reauthorizes the Higher Education Act, the traditional commitment of the federal government to student financial assistance must be reaffirmed, and financial assistance for low-income minority undergraduate and graduate students should be increased.

- The availability of federal and state grant and scholarship programs for low-income minority students must be increased in a way that is sensitive to the tuition gap between state and independent institutions.

- Funds for the federal College Work-Study Program should be increased to support low-income minority students who pursue full-time internship or cooperative education opportunities that provide on-the-job or other "real world" experience as a part of their academic programs.

- Federal and state assistance should include support for tax incentives for donations of equipment and in-kind services for minority institutions.

- States should provide direct support to minority institutions from their own funds.

- States should permit the full portability of state scholarship funds for students attending a minority institution in another state.

Partnerships

Partnerships have been employed to support minority institutions in relatively few instances. However, these arrangements have the potential to be powerful instruments for their support and advancement. Perhaps an example will illustrate the potential of institutional partnerships.

In the mid-1960s, Tougaloo College, a historically black college in Mississippi, entered into a partnership with Brown University. The arrangement included exchange of students, exchange of faculty, and technical and administrative assistance. The relationship is still active and has been particularly strong recently. The exposure of students to each other's environments is priceless, but there is more.

At minority institutions the budget often precludes attendance at professional conferences and, in some cases, sabbaticals by faculty. Partnership exchanges of faculty can help to ease that situation. At Tougaloo, technical assistance from Brown in setting up computerized money management systems revolutionized the business office, and the expertise of Tougaloo staff was extremely helpful to Brown during a period of racial tension on campus. The relationship is not a one-way street, but contributes to the richness of the experience available at both institutions.

Institution-to-institution agreements are not the only model. A variety of partners is available. It should be the policy of foundations, institutions, corporations, governments, and other agencies to actively develop supportive alliances with minority institutions. It is recommended that:

- Majority institutions should seek out minority colleges and universities for mutually beneficial partnerships.

- Graduate and professional schools should develop joint degree relationships to ease the transition of students from minority institutions to advanced degree programs.

- States should provide financial and other incentives to foster the development of partnership arrangements between majority and minority institutions within the state or with institutions in other states.

- Corporations should develop partnerships with minority institutions to provide internships and summer employment for students and faculty and to increase the exchange of faculty and corporate professionals.

- Minority institutions should develop partnerships among themselves to pursue grants and contracts jointly, and to develop new academic programs.

Articulation Agreements

Most minority students who enter higher education begin their careers at community and junior colleges. It is essential for the vitality of minority institutions that the transition from two-year to four-year institutions is simplified and codified. Similarly, the transition from an undergraduate college to graduate or professional school can be difficult for many graduates of minority institutions. While the development of partnerships can smooth these transitions, articulation agreements must be in place even where partnerships exist. Therefore it is recommended that:

- Four-year minority institutions should have articulation agreements with all two-year minority institutions, as well as with other four-year minority institutions.

- Minority undergraduate institutions should have articulation agreements with the graduate and professional schools selected most often by their students.

- States should allow public institutions to be flexible when establishing such relationships with independent minority institutions.

Corporate Support

The corporate world has been very supportive of independent higher education in the past, and minority institutions in particular. However, overall corporate support to independent higher education has been decreasing. When growing support for public institutions is combined with the indirect support of public institutions through state taxes on corporations, the corporate world is providing ten dollars to the public sector for every dollar received by independent institutions. It is recommended that:

- Corporations should renew their long-standing commitment to support for scholarships at minority institutions by making direct grants to minority institutions in the form of restricted gifts and endowment support earmarked for institutional student aid.

- Corporations also should provide support in the form of equipment and visiting faculty.

- Corporations should provide support for advanced degrees and postdoctoral training for the graduates of minority institutions. This support could be conditional on a defined term of employment at the sponsoring corporation.

- Corporations should establish programs to "buy out" the student loan debt payments of employees.

- Minority institutions and local corporations should explore the development of cooperative programs to provide educational and other services to the local minority community.

This list of recommendations is not exhaustive, but it does speak to the basic needs of minority institutions for external support. These institutions are not anachronisms. Rather, as a group, they provide productive, efficient, and creative higher education environments for minority students. They have much to teach higher education about the educational needs of the fastest growing segment of our population. They deserve to be supported and preserved not only because of the contributions they have made in the past, but because of the unique contributions they continue to make to their students, as a model for others and for an increasingly pluralistic society.

List of Minority Institutions

Based upon the fall 1988 Integrated Postsecondary Education Data System (IPEDS) data from the U.S. Department of Education, the following 107 institutions have minority enrollments of 50 percent or higher, or meet the historical mission or minority network membership criterion. They are listed with the total minority enrollment percentage, special institutional designation (if applicable), state, and full-time-equivalent (FTE) enrollment.

Table 1
Independent Institutions with 50 Percent or More Minority Enrollment

Institution	Minority Enrollment	Network Membership	State	FTE Enrollment
Allen University	100%	HBCU	S.C.	224
American University of Puerto Rico	100%		P.R.	2,457
Bayamon Central University	100%		P.R.	2,473

Note: HACU = Hispanic Association of Colleges and Universities
HBCU = Historically black college or university
NA = Tribally controlled native American college or university

Benedict College	100%	HBCU	S.C.	1,422
Caribbean University	100%		P.R.	1,729
Catholic University of Puerto Rico—Arecibo	100%		P.R.	654
Catholic University of Puerto Rico—Guayama	100%		P.R.	800
Catholic University of Puerto Rico—Mayaguez	100%		P.R.	1,561
Catholic University of Puerto Rico—Ponce	100%		P.R.	6,211
Clark Atlanta University	100%	HBCU	Ga.	1,183
Clinton Junior College	100%	HBCU	S.C.	88
Edward Waters College	100%	HBCU	Fla.	550
Inter American University (9 campuses)	100%		P.R.	29,845
Lane College	100%	HBCU	Tenn.	526
Lincoln University	100%		Calif.	114
Morehouse College	100%	HBCU	Ga.	2,558
Morris Brown College	100%	HBCU	Ga.	1,303
Morris College	100%	HBCU	S.C.	767
Oakwood College	100%	HBCU	Ala.	1,183
Selma University	100%	HBCU	Ala.	165
Spelman College	100%	HBCU	Ga.	1,697
Stillman College	100%	HBCU	Ala.	754
Universidad Central del Caribe	100%		P.R.	54
Universidad del Turabo	100%		P.R.	6,495
Universidad Metropolitana	100%		P.R.	4,958
Universidad Politecnica de Puerto Rico	100%		P.R.	2,299
University of the Sacred Heart	100%		P.R.	6,475
Voorhees College	100%	HBCU	S.C.	564
Antillian College	99.9%		P.R.	720
Dillard University	99.9%	HBCU	La.	1,387
Fisk University	99.9%	HBCU	Tenn.	745
Johnson C. Smith University	99.9%	HBCU	N.C.	1,178
Mary Holmes College	99.9%	HBCU	Miss.	470
Saint Augustine College	99.9%	HACU	Ill.	992
Wilberforce University	99.9%	HBCU	Ohio	766
Barber-Scotia College	99.8%	HBCU	N.C.	419
Knoxville College	99.8%	HBCU	Tenn.	1,292
LeMoyne-Owen College	99.8%	HBCU	Tenn.	1,031
Bennett College	99.7%	HBCU	N.C.	604
Concordia College	99.7%	HBCU	Ala.	330

Saint Augustine's College	99.7%	HBCU	N.C.	1,749
Texas College	99.7%	HBCU	Tex.	391
Tougaloo College	99.7%	HBCU	Miss.	736
Virginia Union University	99.7%	HBCU	Va.	1,089
Wiley College	99.7%	HBCU	Tex.	353
Arkansas Baptist College	99.6%	HBCU	Ark.	232
Livingstone College	99.6%	HBCU	N.C.	545
Miles College	99.6%	HBCU	Ala.	516
Claflin College	99.5%	HBCU	S.C.	734
Howard University	99.5%	HBCU	D.C.	8,232
Jarvis Christian College	99.4%	HBCU	Tex.	535
Bethune Cookman College	99.2%	HBCU	Fla.	1,774
Boricua College	99.1%	HACU	N.Y.	1,140
Philander Smith College	99.1%	HBCU	Ark.	513
Southwestern Christian College	99.1%	HBCU	Tex.	259
Talladega College	99.1%	HBCU	Ala.	503
Rust College	99.0%	HBCU	Miss.	846
Tuskegee University	98.9%	HBCU	Ala.	2,968
Lewis College of Business	98.8%		Mich.	240
Saint Paul's College	98.6%	HBCU	Va.	542
Hampton University	98.4%	HBCU	Va.	4,593
Sojourner-Douglass College	98.4%		Md.	299
Paul Quinn College	97.8%	HBCU	Tex.	481
Florida Memorial College	97.7%	HBCU/HACU	Fla.	1,897
Huston-Tillotson College	97.2%	HBCU	Tex.	441
Paine College	97.0%	HBCU	Ga.	555
Xavier University of Louisiana	96.7%	HBCU	La.	2,109
Blackfeet Community College	94.6%	NA	Mont.	204
Shorter College	92.8%	HBCU	Ark.	123
College for Human Services	92.1%		N.Y.	686
D-Q University	91.4%	NA	Calif.	109
Shaw University	90.7%	HBCU	N.C.	1,470
Dull Knife Memorial College	90.5%	NA	Mont.	126
Southeastern University	84.7%		D.C.	333
Martin Center College	82.9%		Ind.	227
Donnelly College	82.2%		Kans.	345
East-West University	82.1%		Ill.	293
Sinte Gleska College	80.7%	NA	S.Dak.	330
Marygrove College	78.7%		Mich.	698

College of New Rochelle	71.6%		N.Y.	2,728
NAES College	71.5%	NA	Ill.	42
Our Lady of the Lake University	69.3%	HACU	Tex.	1,093
Touro College	69.2%		N.Y.	4,039
St. Thomas University	68.1%	HACU	Fla.	1,899
Long Island University—Brooklyn	67.2%		N.Y.	2,946
St. John Vianney College Seminary	66.9%		Fla.	52
Don Bosco Technical Institute	66.7%	HACU	Calif.	307
Jordan College	65.6%		Mich.	1,715
Salish Kootenai Community College	65.5%	NA	Mont.	438
Robert Morris College	64.4%		Ill.	2,266
Bacone College	63.5%		Okla.	390
St. Mary's University	60.8%	HACU	Tex.	2,095
Dyke College	60.6%		Ohio	914
Patten College	60.1%		Calif.	87
MacCormac Junior College	59.9%	HACU	Ill.	413
College of Aeronautics	58.6%	HACU	N.Y.	1,055
Bloomfield College	55.3%		N.J.	1,001
Detroit College of Business	54.4%		Mich.	1,630
Flaming Rainbow University	54.3%	NA	Okla.	101
Incarnate Word College	53.4%	HACU	Tex.	1,425

Table 2
Other Eligible Institutions

Institution	Minority Enrollment	Network Membership	State	FTE Enrollment
Mount St. Mary's College	36.8%	HACU	Calif.	923
Saint John's Seminary College	33.7%	HACU	Calif.	98
West Coast Christian College	32.3%	HACU	Calif.	140
St. Edward's University	28.7%	HACU	Tex.	1,761
College of Santa Fe	28.6%	HACU	N.M.	772
Montay College	26.2%	HACU	Ill.	140
Heritage College	47.9%	HACU	Wash.	223

Note: HACU = Hispanic Association of Colleges and Universities

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